

SEND Information for Parents/Carers

Werrington Primary School



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Introduction

At Werrington, we believe that every child deserves the opportunity to succeed and thrive regardless of their starting point. For some children, special educational needs and/or disabilities (SEND) can affect their school experience and we make every effort to know each child's strengths and needs so that we can best support them as a developing individual. Our holistic and personalised approach to SEND support means that all of our pupils are inspired to be confident learners who will thrive in a changing world.

What kinds of SEND does Werrington Primary provide for?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn.

They can affect their:

- behaviour or ability to socialise; they may struggle to make friends
- reading and writing; they may have dyslexia or conditions that affect fine motor control
- ability to understand or remember things
- concentration levels; this may be because they have ADHD
- physical ability

At Werrington Primary we can support a wide range of needs – these include:

- Attention deficit hyperactivity disorder (ADHD) or ADD
- Autism (ASC)
- Physical disabilities
- Specific learning difficulties – dyslexia, dyscalculia, dyspraxia
- Speech, language and communication needs
- Social, emotional and mental health needs
- Sensory needs including visual, hearing and multi-sensory impairments

Who do I talk to about my child's special educational needs?

We believe that working collaboratively is in the best interests of children and their families, so we have an open-door policy and every teacher is a teacher of SEND. Initially, we encourage parents to discuss concerns with their child's class teacher as a first step but then this will be shared with the school's Special Educational Needs Coordinator (SENCO) and if appropriate, a meeting will be arranged.

Mrs Kay Croft is SENCO at Werrington Primary

All parents will be listened to. Your views and aspirations for your child are of vital importance and we are committed to working collaboratively at every opportunity. If you need to contact Mrs Croft, she can be contacted via the school office (01782 980010), email (kcroft@wps.potteries.ac.uk) or through the Class Dojo messaging system.

Children joining our school may already have an identified SEND or it may be that difficulties are noticed while they are at school. Table 1 on the next page provides a step-by-step guide to the processes we follow in school:

Table 1 – A step-by-step guide to our procedures for supporting children with special educational needs at Werrington Primary School.

APDR Stage	Child who is experiencing difficulties	Child with SEND already identified
Assess	Step 1 – Parents and/or teaching staff notice an area of concern. This could be regarding; slow or lack of progress, issues with behaviour or relationships, a child may be requesting more help than usual or there may be a referral from a healthcare professional. These issues are discussed and considered in context.	Child’s needs will be assessed in school and support/assessment may be sought from other agencies to help create a picture of the whole-child. A one-page pupil profile will be created to ensure that the child’s strengths and needs are fully understood by all staff.
	Step 2 – Solution Circle meeting. Staff in school will meet as a supportive group to further examine the difficulties present. During the meeting they will define the needs and provide ideas for initial support. Staff will also consult the Staffordshire Graduated Response Toolkit for further advice. https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/Graduated-response.aspx	
Plan	Step 3 – Parents will meet with teacher and, where appropriate, SENCO, to discuss ideas for support. A ‘Concerns and Actions’ form will be completed where provision and a suitable review period will be agreed (normally 6-8 weeks). Dependent on need, the child will then become part of our SEND monitoring list or in some cases may join the SEND register.	A Progress Passport will identify specific, manageable, achievable and relevant targets for the child which will help to direct the focus of support in school. These targets will be created in collaboration with parents/carers and the child.
Do	In school, staff will support the child following the agreed plan. Progress and impact will be monitored throughout and SENCO will complete observations in class. Parents may be required to offer some support during this time as well. We view supporting our children as a team sport at Werrington.	All children have access to high quality teaching from teachers in the classroom and needs are met via adaptations to planning, scaffolds, additional resources and the curriculum. Teaching assistants support on a small group or 1:1 basis where appropriate and offer a more personalised approach. We also access support from a range of other agencies as well (see below for details).
Review	Step 4 - At the end of the agreed time period, another meeting will be held between staff and parents to review the impact of support and ongoing needs. At this point there are 4 possible outcomes: <ul style="list-style-type: none"> ▪ No further support needed ▪ Complete another cycle of Assess Plan Do Review (APDR) to gather more information ▪ SEND identified – child placed on the register and support will follow the SEND support path ▪ Family support required – this could be in the form of Early Help or support from health or social care. 	Support cycles run for 8 weeks and are assessed and reviewed at the end of each term. Parents are invited in (in addition to parents evening) to meet and discuss progress against passport targets. During these meetings, parents will be consulted on the progress and provisions made, next steps, future targets and any other areas of need.

What does support look like at Werrington Primary?

All of our learners are unique and we understand that they have different strengths and needs. With this in mind, we carefully tailor all support and interventions to each child's particular needs. Table 2 below, shows the kind of provision that happens in every classroom, regardless of SEND, and then also what further support is on offer for individual needs:

Table 2

Quality Teaching	<p>All children will access high quality teaching in their classroom alongside their peers. Our planning follows a mastery approach to the curriculum, which means that learning is carefully adapted and scaffolded so that all learners can access the learning at their own level and pace.</p> <p>In class learning is also supported in the following ways:</p> <ul style="list-style-type: none"> • Visual timetables in every class • Classroom environments are accessible and displays are minimal to avoid distractions • Working walls are used to display key vocabulary • Opportunities for self-assessment using 'check-points' and time for reflection on learning • Use of task splitters or 'now and next' boards to help promote independence • Access to support materials e.g. writing frames, number lines, worked examples etc. • Positive behaviour management strategies and a restorative approach to behaviour incidents • PSHE and RSE curriculum that promotes the development of positive social and emotional skills
Cognition & Learning needs	<p>Where a child has needs relating to cognition and learning we support in the following ways:</p> <ul style="list-style-type: none"> • Further adaptations to the curriculum to ensure that your child can access the learning at their level and pace • Daily support in a small group or 1:1 to make progress against targets on their progress passport • Access to online learning platforms e.g. Nessy, Doodle • Bespoke interventions/in-class support that focus on areas of need or provide a pre or a post-teach of learning that has occurred in class. Interventions/support cover phonics (Bug Club phonics), maths (NCETM, numicon), reading (EEF, Reader's Theatre), spelling (yellow diaries). • Access to overlays and/or different coloured paper where needed • Larger print or a member of our support team may act as a reader or scribe • Access to supportive technology e.g. Chromebook, talking tins • Extra 'think-time' and opportunities for pre/post teaching
Sensory &/or Physical needs	<p>Where a child has needs that are sensory-focussed and/or physical we support in the following ways:</p> <ul style="list-style-type: none"> • Interventions that focus on the development of fine motor skills. These include; Squiggle While you Wiggle, Dough Disco, Pindora's Box • Interventions that support development of skills for children who have difficulty writing. This is done via touch typing (Nessy, Purple Mash, BBC Dance Mat) or using dictation tools (iPads or talking tins) • Interventions that support the development of gross motor skills

	<ul style="list-style-type: none"> • Physiotherapy – we liaise with specialists to learn exercises that will specifically help each child based on their individual needs. • Occupational Therapists – we work with the OT team to help us ensure that our learning environments do not provide barriers to learning. • Sensory Room – Children with sensory needs will have access to our recently developed sensory space to help them with their needs.
Communication & Interaction needs	<p>Where a child has needs relating to communication and interactions, we can support in the following ways:</p> <ul style="list-style-type: none"> • Bespoke interventions that follow a programme set out by speech and language specialists. Our support staff can attend virtual speech and language therapy sessions so that they can learn how best to support each individual child. • Interventions with an oral language focus or specific programmes such as Time to Talk or Stoke Speaks Out • Use of Makaton – we have a number of staff trained to Level 1 and each week there is a new Sign of the Week shared with our school community. • PECS – Following guidance from S&LT services we are able to support children using PECS as a means of communication • Communication books for parents and carers to facilitate conversations at home about the school day • Use of puppets or visual cue cards to aid communication
Social Emotional & Mental Health needs	<p>Where a child has needs relating to social, emotional and mental health, we can support in the following ways:</p> <ul style="list-style-type: none"> • Wellbeing boxes in each class that contain a range of activities that can help a child during times of emotional difficulty • Weekly ‘Mindful Minds’ Lunch club where children can experience a quieter lunch time to share their thoughts and feelings in a safe space • Self-referral box for ELSA support – children can post a note to our ELSA team who can offer some support when a child requests it. • Wellbeing Hub – Our trained ELSA staff offer interventions that can support a range of needs. They offer sessions to support; friendships, emotional intelligence, self-regulation, anxiety management, healthy relationships, transitions and social communication skills through Lego Therapy. • In class, children have opportunities to complete wellbeing activities such as mindful breathing, stretching or mindful colouring.
Medical Needs	<ul style="list-style-type: none"> • For all medical needs, we endeavour to follow the Local Authority policy and the DfE guidelines included within, “Supporting Pupils at School with Medical Conditions” (DfE, 2014). We will complete a detailed Care Plan (following the Staffordshire format) through consultation with parents/carers, health professionals and, if appropriate, the child. These plans are then shared with all staff members who support or work with the child to ensure that high-quality care is provided. These plans are reviewed annually or sooner if needed and amended where necessary. • Where necessary, and in agreement with parents/carers, prescribed medicines may be administered in school following written consent from parents. • Regular training in the administering of certain medicines or understanding of certain conditions will be provided to all staff as necessary.

How do we involve parents/carers?

At Werrington we aim to work in partnership with parents and carers as part of a family-centred approach. We have an 'open-door' policy and parents should feel able to approach any member of staff to discuss their concerns. Table 1 outlines places where we actively plan for parental engagement but below is a list of other ways that we collaborate with families to ensure best outcomes for children and young people with SEND:

- Parents evenings – SENCO is available for appointments and/or drop-ins
- Progress passport review meetings – 3 per year in addition to parents evenings
- Staff are visible and available on the playground at the end of the school day
- Telephone calls
- Dojo messages
- Email
- Appointments available with SENCO at other times
- Annual SEND Parent/Carer View
- Half-termly SEND Newsletter
- Parent and carer workshops/coffee mornings for SEND issues
- Arrangement and/or attendance at meetings with external support agencies (i.e. Speech and Language Therapists, Educational Psychology Service).
- Early Help
- Communication Books
- School reports – these are sent out each term

How do we involve our children?

We have high aspirations for all children at our school and where possible we aim to give children an active role in the provision for their needs to help them to become motivated, independent learners who want to progress. Here are some of the ways that we involve our children:

- School council – all children have the opportunity to be part of this
- Pupil Voice – children are consulted on the support they receive and ways to improve
- Progress passport review meetings – children are part of this process and they help to set their own targets (where appropriate)
- Self-referral boxes – children can post a note to our ELSA to request support when they are struggling
- Teaching staff – all teachers are teachers of SEND and it is part of their normal routines to talk to the children and know them in their classes.

Who, and how do we work with other providers and the Local Authority?

Werrington Primary School is a member of the Potteries Educational Trust. As part of this MAT, we work collaboratively with our partner schools to share best practice and advice. As a network of SENCOs, we support each other and ensure that we stay up to date with any changes that may happen locally or at a national level.

Although we are a Staffordshire Moorlands school, our school community comprises children who reside in either Staffordshire or Stoke-on-Trent. In school, we look to Staffordshire Local Authority partners for our main support but when we are seeking support from other agencies, if a child has a Stoke-on-Trent home postcode, then we look at the Stoke-on-Trent Local Offer. We appreciate that this

can be challenging to navigate for some families which is why our SENCO is on hand to help guide you through this.

On our school website, we list both the Staffordshire and Stoke-on-Trent Local Offer and we have good links with partners in both Local Authorities.

Staffordshire Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Stoke on Trent Local Offer

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

We also work closely with the following agencies to ensure the best possible provision for your child:

Special Educational Needs & Inclusion Service (SENIS)	Special Educational Needs Monitoring and Assessment Service (SENMAS)
Autism Inclusion Team	Speech & Language Therapy Service
Deaf/Hearing Inclusion Team	Occupational & Physiotherapy Services
Vision Inclusion Team	Young Minds
Educational Psychology Service	New Era
Social Care Teams (including Early Help)	Caudwell Children
School Nurse Teams	Child & Adolescent Mental Health Service (CAMHS)

How do we assess for needs and progress?

It is part of our everyday routines to make regular assessments of progress for all of our children. We assess in a variety of ways and these are listed below:

- Feedback and marking. Your child will receive direct feedback during the lesson regarding their progress. This may be done verbally or via written feedback in their book. Please see our Feedback & Marking Policy on our website for more details.
- Normative assessments – where appropriate we make use of standardised tests to show how the child performs compared to other children the same age.
- Formative/curriculum-based assessments – these assess curriculum areas and specific skills such as sight word reading/spelling, reading fluency, vocabulary etc, and can be compared over time.
- Ipsative assessments – Completing cycles of Assess, Plan, Do, Review (APDR) to assess how the child is progressing compared to their previous performance.

In addition to these, we hold termly pupil progress meetings, where staff will meet with SENCO and members of the senior leadership team to discuss progress. During these meetings, any patterns or concerns will be identified and plans put in place to address areas where progress is limited.

If a child is identified as underachieving, the SENCO will support assessment by completing observations, engaging with solution circle meetings (see Table 1 for details) and where appropriate seek assessment from other agencies (e.g., CAMHS, Speech and Language Therapy Services).

Where more specialist assessment of needs is required (e.g., dyslexia, dyscalculia) we liaise with external providers to seek support in these areas. These often incur a financial cost to parents as they are a private business enterprise.

How do we prepare children and families for transitions?

At Werrington Primary School, we understand that transitions can be a source of anxiety or stress for children and their families which is why we consider the transition needs of each child on an individual basis. We have a number of strategies in place, detailed below, but these are a guide and will be adapted depending on the particular child.

New starters to our school EYFS:

- Parents/carers and children will have the opportunity for a guided tour of the school, where they will meet the teaching and support staff.
- Early Years teachers will visit your child in their existing setting or at home. They will seek to know the child and their background and gather any relevant assessment data.
- For children with additional needs, multi-agency meetings will be held to ensure that provision is appropriate.
- ‘Stay and Play’ sessions are offered for parents and carers so that they can be part of the transition process.
- When children have joined our school, parents are kept informed via regular updates to their child’s Dojo portfolio which can be easily accessed via an app.

New starters to our school – mid-year transition:

- Parents/carers and children will have the opportunity for a guided tour of the school, where they will meet the teaching and support staff.
- Wherever possible, a planned programme of transition visits will be arranged between the previous school, ourselves and parents/carers. However, if this is not possible, then all information will be collected from the previous school and staff at Werrington will engage in telephone conversations/Teams meetings to ensure that they have all the necessary information.

Moving to a new class:

- During Summer Term, we hold a transition day where all learners get the chance to spend the day in their new class. This gives them the opportunity to meet their new teachers and begin forming new relationships with their peers.
- Teaching and non-teaching staff hold transition meetings to ensure a smooth handover of information regarding your child. Where a child has SEND – SENCO will also provide a handover to new teachers to enable provision needs to be met from day 1.
- Individual transition opportunities are available for children who may need more support with the change. This could be in the form of visits from their new teacher to their existing class, story-times, extra visits or transition booklets to take home. These are arranged on an individual basis and parents/carers would be informed of this by their child’s class teacher.

Transition to high school:

- Year 6 class teachers and SENCO work closely with high school staff to ensure that transitions run as smoothly as possible.
- All information relating to SEND including current attainment is transferred in line with GDPR regulations.
- Throughout children’s time in upper Key Stage 2, we offer the chance for high school teachers to come to our school and teach our children to help them to develop positive relationships.
- The high schools offer transition days and we facilitate these wherever possible.

- For children with additional needs, there are additional transition days offered and children have the chance to be accompanied by familiar staff in a smaller group to help them feel more at ease.
- Individual transition opportunities for SEN children are arranged in collaboration between parents/carers, current school staff and new school staff. Children are also involved in this (where appropriate) as they can often offer guidance as to what will help them manage their own transition needs.

How are children with SEND taught?

All children at Werrington have access to quality teaching (see Table 2 on page 5-6) as part of our commitment to providing an inclusive learning environment for all. Teaching begins the second a child enters our school which is why we aim to make the entry into the school or classroom a positive and personal experience. Staff will greet children as they enter and there will be clear routines and learning tasks ready to help children settle and feel at ease.

Once inside the classroom, our learning environments are designed to be calm and welcoming; our displays are clutter-free and in each classroom the furniture is appropriate for the age and size of the children. All children access a broad and balanced National Curriculum offering which is taught using a Mastery Approach. This means that teachers will break down learning into small steps and aim to ensure that all pupils have mastered key concepts before moving on to the next stage of learning. This approach means that children with SEND can access the learning at their own pace and level of understanding. There are of course times where some children require the learning to be broken down even further and this is where teaching staff will adapt their teaching to enable access to all. SEND children are encouraged and supported to become motivated and independent learners and this is achieved through a variety of strategies:

- Adult support – teachers and teaching assistants offer support throughout lessons
- Use of supportive learning materials (i.e. Numicon in maths, key word banks or talking tins in English)
- Task splitters
- Personalised workstations
- Small group pre- or post-teach to help children secure learning
- Opportunities for self-assessment and/or peer support
- Comfort/sensory breaks where needed or use of sensory equipment (fiddle toys or noise-cancelling headphones)
- Shorter/adapted tasks to enable children to experience success as well as failure
- Personalised praise

Staff training and expertise

At Werrington we are committed to developing our existing practices and ensuring that our staff have access to evidence-informed approaches that work. This is particularly true for staff who work with children who have a special educational need. All staff engage with weekly professional development meetings and training has been provided in the following areas:

- Dyslexia Awareness Training
- National Online Safety Certificate
- Training relating to supporting children with diabetes
- Training for anaphylaxis

- Makaton Level 1
- Emotional Literacy Support Assistant
- Autism and Pathological Demand Avoidance (PDA)
- Some staff have received training relating to working with PECS
- Some staff have received training for daily physiotherapy work
- Staff have engaged with sessions at a nearby specialist provision (Kemball) to enhance their knowledge and understanding of sensory diets and engagement curriculum pathways.
- Specific training relating to speech and language therapy support
- Numicon intervention programme
- Half-termly professional development Book Club where staff will share a chapter from a recently read book or research and consider its impact on our provision
- Regular in-house training and updates from SENCO

Funding, equipment and facilities

The school receives funding to respond to the needs of pupils with SEND. We have access to funding from the Notional SEN Budget and Pupil Premium funding for pupils whose needs meet certain criteria. In addition, children who have an Education and Health Care Plan (EHCP) often receive additional funding and the school can apply for Additional Educational Needs (AEN) funding for children with more complex needs. The funding for SEN children is then used to provide facilities to support pupils with SEND through:

- In-class support from teaching assistants – i.e. small group teaching, 1:1 support (where appropriate)
- Adult support during breaktimes and lunchtimes
- Accessing support from external agencies
- Educational Psychology Support
- Provision of specialist resources i.e., alternative seating, overlays, noise cancelling headphones,
- Subscriptions to online learning programmes to specifically support children with SEND i.e. Nessy
- Training relating to SEND for all staff
- Provision and maintenance of areas within school that support children with SEND i.e. sensory space, intervention rooms, Wellbeing Hub

We have developed a range of facilities in school to ensure that we can provide effectively for children with SEND. These include:

Intervention spaces where children can work as part of a small group



A Wellbeing Hub for children who need SEMH support



A Community Room where we hold parent workshops and meetings



Calm spaces such as the Egg in our dining hall or the nature-themed library



Our recently developed Sensory Room



How do we monitor and evaluate the effectiveness of our SEND support?

The provision for our children with SEND is closely monitored and evaluated. Termly meetings between teaching staff, parents/carers and the SENCO ensure that Progress Passports are reviewed and the progress made by children is evaluated. Where interventions have not been successful, further support or alternative approaches are put in place. This may also include seeking further advice and recommendations from professionals for staff to build into future support plans.

Teaching and Learning is monitored through lesson observations, learning walks and book scrutinies. In addition to this, our SENCO monitors the effectiveness of interventions through individual observations and analysis of provision maps. The deployment of staff is monitored and reviewed regularly to ensure skills and areas of expertise are matched to areas of need.

Ongoing assessment of pupils with SEND is monitored by the Senior Leadership Team at termly Pupil Progress Review Meetings. The progress of children with SEND is considered in the context of the whole school, and assessed against national averages. Where necessary, further interventions will be put into place for children who are not deemed to be making adequate progress.

Extra-curricular opportunities for SEND

We provide a wide variety of extracurricular clubs at Werrington Primary School, which are led by members of staff and external agencies. These clubs are open to all and where children may need additional support to access an activity, staff work with parents and carers to ensure that these needs can be met. A variety of our clubs run on a rotational basis throughout the year and our SENCO works with key partners to secure funding to run additional clubs which target children who do not normally access clubs due to a special educational need. Examples of our clubs can be seen below:

Key Stage 2 Choir	Craft Club
Cross Country	Girls & Boys Football
Mindful Minds Lunch Club	Recorders
Gardening Club	Story Club
Rent-a-Beast Bug Club	Cheerleading Club
Chess & Games Club	Baking Club

Thanks to funding from community projects, we have also been able to offer the Stoke City Kicks Academy to promote healthy activity in children with needs and horse-riding to develop confidence and resilience in children with SEMH needs.

Complaints procedures

There may be times when you feel unhappy with something and we would urge you to come and talk to us in the first instance so that we can resolve any issues. If, however this leads to you feeling that you need to raise a complaint then concerns should be raised following the school's *Complaints Policy* which can be found on our school website.

If you simply need some advice for matters relating to SEND provision then support can be sought either in school or by contacting SENDIASS:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5>

Staffordshire Parent Carer Forum can also provide advice and support:

<https://staffspcf.co.uk/>

Admission Arrangements

At Werrington we have an open and fair admissions procedure for all applicants. The school's admissions arrangements will not disadvantage unfairly, either directly or indirectly, any child from a particular social or racial group, or any child with a disability or special educational need. For more detailed information on our admission arrangements, please see our Admissions Policy on the Werrington Primary School website. <https://werringtonprimary.org.uk/policies/>

Accessibility

Our school is a one storey building for the majority but does have two classrooms on the first floor. However, the school is built on several levels which does mean that there are four internal short flights of stairs to access all areas on the ground floor including classrooms, the Community Room and Library. The main entrance and school office is accessed by a short flight of stairs but does have a recently built ramp to improve accessibility. The school has two disabled toilets and a changing table. Wheelchair access is available into the main building through a separate entrance. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users. It is part of our accessibility plan, which can be found on our website, to increase the accessibility of our school for disabled pupils.

Guide to SEND Acronyms

Academy – A state funded school in England which receives its funding from and is owned and controlled by central government, not a local authority.

ADHD / ADD – Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder

AEN – Additional Educational Needs

Annual Review – The process of ensuring that an Education, Health and Care plan continues to describe the child's needs and how they should be met through a meeting held once each year.

ASD/ASC – Autistic Spectrum Disorder/Autistic Spectrum Condition.

CAMHS – Child and Adolescent Mental Health services, provided by the NHS.

Care Plan – A record of the health and/or social care services being provided to a child or young person.

Co-production – Equal partnership working between service providers, those in receipt of the service and their families.

CP – Cerebral Palsy. Physical impairment that affects movement. Mobility problems may vary from barely noticeable to extremely severe. Those with CP may also have sight, hearing, speech, perception and learning difficulties.

CYP – children and young people.

DfE – Department for Education

Early Help Assessment – An early assessment and planning tool to facilitate multi agency support. This replaces the CAF (Common Assessment Framework).

Early Years – Birth to five years

Early Years Settings – All state funded and private pre-school education provision, such as nursery classes and schools, day nurseries and childminders.

EHCNA – An assessment of the education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014. The outcome of this determines whether a CYP is awarded an EHCP.

EHC Plan/EHCP – Education, Health and Care Plan

EP – Educational Psychologist. A professional employed by the local authority to assess a child's special educational needs and to give advice to school settings on how these needs can be met.

EWO – Education Welfare Officer

EYFS – Early Years Foundation Stage. The framework used by all early years' settings which sets out standards to support learning and development until the end of the reception year at school.

Graduated Response – When a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) to help gain a better understanding of the pupil's needs and tailor support accordingly. Schools must show evidence of a graduated response whereby they have sought advice, put appropriate interventions in place and evaluated progress before requesting additional or alternative provision through an EHCNA.

HI – Hearing impairment

Home Authority – This usually means the local authority in which a child or young person is ordinarily resident and which therefore has the responsibility to the child or young person under the Children and Families Act 2014.

Inclusion – When anyone, regardless of impairment is welcomed and supported to be involved. Inclusion should mean disabled and non-disabled people are supported to take part in activities together.

Joint Commissioning – Working collaboratively across agencies to assess need, identify resources available, plan how to use resources and arrange service delivery. This also involves reviewing the services and reassessing need, with the aim of improving outcomes.

Key Stages: The different stages of education that a child passes through:

Early Years Foundation Stage – age 0-5 (Early years setting, Nursery and Reception)

Key Stage one – age 5-7 (Years 1 and 2)

Key Stage two – age 7-11 (Years 3, 4, 5 and 6)

Key worker – A trained individual who provides personalised support, co-ordination and/or advocacy for disabled children and young people and their families.

LA – Local Authority. The local council responsible for managing services in your area.

Learning Difficulties – Conditions which make learning harder than it is for most people.

Local Offer – Online information outlining the provision available in the Local Area for SEND covering social, health and education services: what is available, how to access it, cost, and reviews.

MAT – Multi-Academy Trust

Mediation – Where a trained, independent person helps to sort out any area of conflict.

Mediation must be offered to a parent or young person in relation to an EHC Plan. Mediation is not compulsory for the parent or young person but they will need to consider mediation before appealing an EHC plan in most cases.

MLD – Moderate Learning Difficulties

NAS – National Autistic Society

National Curriculum – The framework which sets out standards and appropriate levels of achievement for children's education. It also determines how performance will be assessed and reported. Children's expected progress is determined by reference to standardised national curriculum "levels" which prescribe the expected attainment for pupils in each year group.

OCD – obsessive compulsive disorder.

ODD – Oppositional Defiance Disorder.

OFSTED – Office for Standards in Education, Children's Services and Skills. The body which inspects and regulates services which care for children and young people and those providing education and skills for learners of all ages.

OT – Occupational Therapist. A professional trained to give advice on equipment, adaptations and activities to support the learning/ social development of people with physical, emotional or behavioural difficulties.

Paediatrician – A doctor who specialises in children's diseases and may be responsible for the continuing care of children with special educational needs.

Panel – A decision making body who meet to match criteria for services such as short breaks(respite), EHC assessment and school placements.

PCF – Parent Carer Forum

PD – Physically Disabled

PDA – Pathological Demand Avoidance. A profile of ASC

PDD – Pervasive Developmental Disorder. Characterised by a delay in the development of social and communication skills.

PECS – Picture Exchange Communication System

PMLD – Profound and Multiple Learning Difficulties.

Pre/Post-teach - Pre and post teach refers to sessions that children access where a teacher or teaching assistant will teach children concepts or skills prior to, or after a lesson on the subject. For some children they benefit from having information before the lesson and for some they need it after to help consolidate the learning. It's particularly useful for children with autism, attention difficulties or processing delays.

SEN – Special Educational Needs. The needs of children who require special educational provision to be made for them. Children who have a learning difficulty which makes it harder to learn than the majority of children of the same age, or children who have a disability which prevents or hinders them from accessing the education provided for other children.

SENCO – Special Educational Needs Co-ordinator. The person responsible for the planning of special educational needs within school or early years settings.

SEND – Special Educational Needs and/or Disabilities

SEND IASS – Special Educational Needs and Disabilities Information Advice and Support Service. A service which provides information and support to parents/carers whose children have special educational needs.

SLD – Severe learning difficulties

SLT or SALT – Speech and Language Therapy, sometimes used to refer to the Speech and Language Therapist, trained to give specialist assessment and advice for children with communication difficulties.

'SMART' targets – Targets which are Specific, Measurable, Agreed, Realistic and Timed. This is what targets for individual children should be.

SPD – Sensory Processing Disorder

SpLD – Specific Learning Difficulties. Learning difficulties in specific areas, such as dyslexia or dyspraxia.

Statutory Assessment – A very detailed assessment of a child's special educational needs. It includes parental, educational, psychological and medical advice and also the advice of any other professional involved with the child.

Tribunal – An independent body which hears appeals against decisions made by the local authority on statutory assessments and EHC Plans.

Universal Services – Services provided to all Children and Young people in the area.

VI – Visual Impairment